

Rutgers, The State University of New Jersey  
Graduate School of Education  
Assignment #1 Rubric

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Use of Educational Technology	Technology use is basic; outputs are lo-tech; technology is a barrier to you making decisions for this assignment; group does not use technology for the presentation	Technology use is limited and generates a few decisions based on models; Struggles to access, clean, manipulate, organize data with errors present; uses basic formulas with intermittent success; Outputs are relatively low level (data – lo tech)	Uses technology as a way to generate decisions based on models or technical uses of data; accesses, cleans, manipulates, organizes data with few errors; uses formulas adequately; utilizes technology to build new data models or understandings	Uses technology as the chief way to generate decisions based on models or technical uses of data; accesses, cleans, manipulates, organizes data without error; uses formulas efficiently; utilizes all forms of educational technology to build new data models or understandings
Synthesis of Data	There is little synthesis of data; no critical thinking or synthesis is used found in the assignment; data does not drive decision making	Synthesis of data is limited and focused on one statistic or representation; Most analysis is lower level in the cognitive domain; few ideas present a real description of analysis	Demonstrates moderate use of data to drive decision-making; generates one new idea or understanding; organizes ideas using low-level critical-thinking applications through quantitative analysis and sound methodological theory	Demonstrates advanced use of data to drive decision-making; generates new ideas and understandings; organizes ideas using critical-thinking applications through quantitative analysis and sound methodological theory
Policy Brief	Policy brief does not follow model; is written with many errors; A reader does not support the claims made from in the presentation	Policy brief loosely follows model; is written with some errors; A reader has a hard time supporting the claims made from the data	Policy brief follows model; is well written, nearly free of errors; makes the case while adhering to most technical requirements	Policy brief follows model; is well written, free of errors; makes the case while adhering to technical requirements
Presentation	Colleagues present analysis outside of specifications; Explanations are poorly designed and lack evidence for the final outcomes of the assignment; no ability to use technical components of presentation causes negative behaviors	Colleagues present analysis mainly within specifications; Explanations are loosely designed and hard to support and follow; lack of ability to use technical components of presentation causes negative behaviors	Colleagues present analysis mainly within specifications; Explanations are adequate; teams are on the same page; technical components are understood	Colleagues present analysis within specifications; Explanations are clear and concise; teams are on the same page; technical components are easily understood